Virginia Department of Education
Office of Adult Education and Literacy

2013-2014 English Literacy/Civics Education (EL/Civics)

Two-year Competition

Technical Assistance Session

April 24, 2013

Overview

- Program Authority: *Workforce Investment Act of 1998* (WIA), Title II, Adult Education and Family Literacy Act (AEFLA)

- Funding Source: Federal

- Grant Amount: $25,000 - $100,000* (based on proposed NRS enrollment and program design, page 6)

- Two-year grant; annual application for funding.

- First-year Award Period: July 1, 2013 – June 30, 2014

- Application deadline: 2 p.m., EDT, May 29, 2013

Overview, cont'd

*Funding eligibility:

NRS Enrollment	Qualifying Award
25-49	$10,000 - $25,000
50-99	$25,001 - $49,999
100-149	$50,000 - $99,999
150 or more	$100,000

Purpose

To provide adults of limited English proficiency (LEP) with access to English literacy programs linked to civics education to help them become full participants in American life and to be successful as workers, parents, family members, and citizens

Purpose

By definition, *civics education* must address all of the following areas:

- The rights and responsibilities of citizenship
- U.S. naturalization procedures
- Civic participation*
- U.S. history and government

* *"Civic participation" refers to any instructional delivery that provides learners with an understanding of how and why they may become informed participants in their communities.*

Eligibility

- Applicant type:
  - Local education agency
  - Community-based literacy organization
  - Volunteer literacy organization
  - Institution of higher education
  - Public or private non-profit agency
  - Library
  - Public housing authority
  - Non-profit organization not previously described that is able to provide literacy services
  - Consortium comprised of any of the above
- First-time or previous recipient
- Must be able to demonstrate effectiveness delivering literacy services

Eligibility, cont'd

In the second year of the grant period, only eligible providers with an active award may apply for funding.

- Applicant must be in good standing.
- Applicant must demonstrate progress toward attainment of goals and established performance targets.
- Applicant must complete a second-year application for funding.

12 Considerations

- The degree to which the eligible provider will establish measurable goals for participant outcomes
- The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the one-year period beginning with the adoption of an eligible agency's performance measures under section 212 [of AEFLA], the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy

12 Considerations, cont'd

- The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills

- Whether or not the program:
  ◦ is of sufficient intensity and duration for participants to achieve substantial learning gains, and
  ◦ uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read

12 Considerations, cont'd

- Whether the activities are built on a strong foundation of research and effective educational practice

- Whether the activities effectively employ advances in technology, as appropriate, including the use of computers

- Whether the activities provide learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship

12 Considerations, cont'd

- Whether the activities are staffed by well-trained instructors, counselors, and administrators

- Whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies

- Whether the activities offer flexible schedules and support services that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs

12 Considerations, cont'd

- Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures
- Whether the local communities have a demonstrated need for additional English literacy programs

Priorities

Primary

- Provide LEP adults with access to integrated English literacy and civics education instruction

The intensity, duration, and delivery of instruction should enable learners to achieve progress in the award year as demonstrated through advancement of educational functioning levels and goal achievement.

Secondary

- Citizenship Preparation
- Facilitating the Transition to Adult Basic Education (ABE)
- Serving Areas with Significant Unmet Demand

Secondary Priorities – Citizenship

Citizenship Preparation

Prepare learners to complete the naturalization process by enhancing their understanding of the rights and responsibilities of citizenship, United States naturalization procedures, and United States history and government

Secondary Priorities – Transition

Transition to Adult Basic Education

Preparing learners to advance to other educational opportunities that will place them on track to earn a General Educational Development (GED$_®$) certificate, gain employment, or enroll in a postsecondary education or training program

Secondary Priorities – Unmet Demand

Serving Areas with Significant Unmet Demand

Serve areas that:

- ✓ consistently maintain waiting lists for entry into EL/Civics programs
- ✓ have experienced significant growth in the number of LEP adults
- ✓ have a large concentration of adults in unserved or underserved language groups
- ✓ have limited accessibility to nontraditional class schedules and locations

EL/Civics is NOT…

- English literacy instruction outside the context of civics education, e.g., traditional ESL classes
- Adult basic education (basic skill development outside civics context)
- GED preparation
- Training classes, e.g., computer classes, workplace training
- Post-secondary academic preparation

Activities

- Focus on implementing effective practices that increase access to and provide an <u>integrated</u> program of English literacy instruction and civics education
- Must include <u>all</u> four components included in the federal definition of civics education
- May include, but not limited to, the following:
  - Citizenship preparation
  - Civic participation*
  - In-state field trips that support class-based instruction
  - Use of technology for teaching and learning, including the use of effective distance learning technology and instructional software
  - Outreach of demonstrated effectiveness

Participation in civic activities is allowable if it involves or supports class-based instruction and is in accordance with all other EL/Civics program criteria.

Unapproved Activities

▸ Providing continuing education, enrichment, or other vocational or technical classes, e.g., computer classes

▸ Sponsoring or supporting learner participation in organized fairs, festivals, or fundraising activities, such as career fairs, health fairs, or cultural festivals

▸ Out-of-state travel

▸ Developing curriculum or curricular materials that are not used directly for instructional activities <u>during the fiscal year in which they were developed</u>

▸ Providing religious instruction, conducting worship services, or engaging in any form of proselytization

▸ Assisting, promoting, or deterring union organizing

Unapproved Activities, cont'd

- Financing, directly or indirectly, any activity designed to influence the outcome of an election to any public office

- Impairing existing contracts for services or collective bargaining agreements

- Paying or compensating directly for learner transportation (to or from instruction) or childcare

- Providing support of GED-testing-related activities including, but not limited to, testing or re-testing, graduations, or scholarships

- Additionally, programs must adhere to the special provisions for food, recognition ceremonies, and English-only instruction cited in the RFP and the *Operational Guidance Manual for Virginia Adult Education and Literacy Programs*.

Completed Application

One signed original and four copies that include the following.

- Application Checklist
- Proposal narrative
- Application Forms workbook:
  - Contact information sheet
  - Budget worksheets (administrative and instructional)
  - Budget summary
  - Program Performance Targets Table
- Assurances and certifications – federal and state

Application Criteria

▶ Proposal Narrative (150 points)

- Statement of Need   (15 points)
- Goals and Measurable Objectives   (50 points)
- Program Design   (25 points)
- Capacity and Commitment   (25 points)
- Program Evaluation   (20 points)
- Budget and Budget Narrative   (15 points)

Application Criteria, con'td

- Proposal Narrative may not exceed twenty, typed, double-spaced, single-sided pages.
- Regional AEFLA programs applying on behalf of multiple localities may use up to twenty-five, typed, double-spaced, single-sided pages.
- Refer to pages 19 and 23 of the RFP for more information on formatting the narrative.

Application Criteria

- Applications must be received in OAEL office by 2 p.m., EDT, May 29, 2013.

- Faxed or e-mailed copies will not be accepted.

- Applications must adhere to the submission guidelines stated on pages 19 and 23 of the RFP.

- Incomplete or late applications will not be considered.

- Applications must contain one signed original and four copies.

Statement of Need

▶ Describes the need for EL/Civics in the community

▶ Uses current data (after 2004)

▶ Uses data from a variety of external and internal sources

▶ Cites the origins of the data used

▶ Uses data to support program direction and establishes the foundation for proposed project

Goals and Objectives

Describes in measurable terms the goals of the grant and the objectives that support their accomplishment

- Part I provides goals for each year of the grant application, 2013-2014 and 2014-2015
- Addresses:
  - Identified need,
  - Enrollment targets,
  - A plan to meet NRS-negotiated targets for educational gains and follow-up outcomes,
  - Compliance with the considerations (p. 7) and priorities (p. 8) of the proposal, and
  - Professional development

Goals and Objectives

- Part II
  - Use goals from 2013-2014
  - State objectives that support the accomplishment of the first-year goals
  - Objectives should be specific and measurable
  - Avoid listing activities

Program Design

Describes services to be delivered and includes:

▸ The number, type, location, and schedule of instructional services provided

▸ Instructional activities that demonstrate the integration of English literacy with civics education in accordance with the federal definition of "civics education"

▸ Support services, including those for individuals with disabilities or other special needs, offered to enable individuals to attend and complete programs

Program Design, cont'd

- The use of instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension that are built on a strong foundation of research and proven educational practices in teaching learners to read

- Real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship

- The intensity and duration of instruction that allows for participants to achieve substantial learning gains

Program Design, cont'd

- A plan for improvement if your program's performance has not met NRS-negotiated targets for the last two years.
- Assessment, goal-setting, and, if applicable, distance education procedures that ensure compliance with OAEL policies
- The use of technology, including the use of computers, in teaching and learning.

Capacity and Commitment

Demonstrate the capacity to achieve state goals by describing:

- The applicant's ability to meet NRS targets in the past
- Providing performance data for levels 7-12 in Table 1
- The applicant's commitment to serve those who are most in need of literacy services, i.e., who are low-income or have minimal literacy skills
- The qualifications of staff necessary to effectively carry out the activities identified in the Program Design section

Capacity and Commitment, cont'd

Demonstrate the capacity to achieve state goals by describing:

▸ Staff development activities that are planned to improve the effectiveness of staff to meet the state goals and objectives, carryout the program design, and/or comply with state and federal considerations, policies, or performance measures during the grant period

▸ Partnerships with community organizations and agencies that facilitate the delivery of services outlined in the program design and promote the achievement of stated goals

Program Evaluation

Eligible applicants must demonstrate the ability to effectively evaluate their proposed plan and the achievement of their goals by describing the following.

- The process and responsibilities for collecting, entering, analyzing, and evaluating data
- The types of data used and the methods employed for analyzing data for use in program planning
- Methods for communicating evaluation results to staff.

Budget and Budget Narrative

- Eligible applicants must submit a budget that supports the proposed project, contains allowable expenses, adheres to the budget requirements (p. 13), and is reasonable to achieve the stated goals.

- In addition, applicants must include a budget narrative that provides the following.

- An itemization of expenses by object code

- A description, number, unit cost, and total cost of itemized expenses where applicable

- Description of how the costs were derived where applicable.

Additional Information

Funding
- Targeted award distribution – July 2013
- Number and dollar amount of funded requests are based on the quality and competitiveness of the applications
- Applications, outcomes, or awards from previous grant cycles are not considered in the review of current applications

Additional Information, cont'd

Expenditures (continued)

- Learner transportation to and from class is not allowed; however, learner transportation for approved field trips is allowed.

- Financial incentives are allowed, but only if used to defray the cost of program-based, EL/Civics-supported classes or activities. Therefore, incentives cannot consist of such items as telephone minutes, bus tokens, lottery tickets, or GED testing vouchers. Moreover, instructional materials or services associated with a scholarship are not considered donated. Therefore, the cost cannot be applied towards the local match.

Additional Information, cont'd

Expenditures (continued)

- Indirect costs may be requested; however . . .
    - such costs cannot be used to request more than the maximum grant amount (i.e., total direct costs + total indirect costs must be <= $100,000)
    - such costs are considered to be "Administrative" costs
- Employee travel is permitted, but only if the travel is used for instructional delivery, staff development, or outreach. Out-of-state travel for employees requires prior approval.
- Funding supports instruction for the award year only. Purchases of computers, equipment, and other significant expenses will not be reimbursed in the last quarter.

Additional Information, cont'd

Local Match

- Volunteer services may count toward local match, but the applicant must be able to present a justification for the donated services that includes how the reasonableness of the wages was determined.

- Local in-kind match contributions may include such expenses as facility rental, volunteer services, utilities costs, or advertisement.

NRS Tables

- If the applicant has NRS Table 4 data, OAEL will make copies of the applicant's Table 4 and distribute copies to the reviewers. Applicants should not include their Table 4s with their applications.

Additional Information

NRS Tables (continued)

◦ If an applicant has Table 4 data, it is expected to comment on its past performance citing this information. If an applicant does not have Table 4 data, it is expected to comment on its past performance citing any valid data or information it has collected.

◦ Reviewers are instructed to ignore any NRS Table 4 ABE/ASE data.

Additional Information

Tips…
- The statement of need should be clear and identify needs that are compelling using current, region-specific, valid, and reliable data.
- The goals should be clearly described and address the needs identified in the Statement of Need.
- The objectives should be detailed, measurable, and relevant to the goals.
- The expenses in the budget workbooks should reflect what has been described in the proposal narrative.
- The budget narrative should describe how you arrived at your budget amounts and reflect the costs in the proposal narrative. For example, if your instructor salary budget is $40,000, how was this determined?

Lastly…

<p style="color:red; text-align:center;">Follow the instructions!</p>

Assembling complete applications that meet the submission guidelines sounds simple to do, but failure to do so eliminates applications every year!

▸ Prepare early
▸ Use a "fresh eye"
▸ Double check your applications against guidelines
▸ …and then check again.

Inquiries

EL/Civics application, program, or finance questions:

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